

**English Department Assessment Report  
2005-2006**

<i>English Department Mission Statement</i>	<i>Program Intended Outcomes</i>	<i>Means of Program Assessment</i>	<i>Summary of Data Collected</i>	<i>Use of Results</i>
<p><b>The English Department provides a strong and diverse liberal arts education in literature and writing for majors, minors, and general education students</b></p> <p><b>Goal Statement:</b></p>	<p>1. Graduates in English will compare favorably in their knowledge of literature with those students completing a similar program nationally.</p>	<p>1. The average score of the MFAT or GRE of graduating seniors will be at or near the 50<sup>th</sup> percentile compared to national results; no subscale score will be lower than the 30<sup>th</sup> percentile.<sup>1</sup></p>	<p>1. As of September 2006, we have not received data from the MFAT that was administered in spring 2006, although we are promised the information by the end of September.</p>	<p>1. N/A until we receive report from ETS. We must investigate why it has taken ETS so long to return scores.</p>

**To provide courses, instruction, advising, mentoring, and experiential opportunities for students in an atmosphere that encourages and supports free inquiry, critical thinking, creativity, and clear and honest communication.**

**2. Students will understand departmental and professional goals related to English study.**

**2. All English majors will evaluate the program as part of the English Department's exit interview.**

**2. We made excellent progress in this area by moving to an online exit interview. While in AY 2005-2005, we had only a 35% return rate, moving to the online interview resulted in an 85 % return**

**The interviews indicate a generally high level of overall satisfaction with the department (evident in 16 [of 26] scores of 10 out of 10 on the item "I would recommend the SUU English department to someone seeking an English degree"). The ten highly satisfied students particularly praised the faculty and staff. Another 3 students rated the satisfaction as "strong" or "very strong."**

**Students registered dissatisfaction with availability of classes and with HSS advising.**

**2. Recommendations:**

**1. Based on the excellent return rate, we will continue to offer online exit interviews.**

**2 . English faculty will create a "What Can you Do with a Degree in English" forum and publicize it highly. The forum in 2004-2005 had small attendance.**

**3. The department should continue developing opportunities for student/faculty mentoring in professional publishing and presenting through Sigma Tau Delta and other organizations.**

**4. English faculty will begin a series of seminars and mentoring for students going into teaching and/or on to graduate school.**

**5. We now have a new HSS advisor and look forward to increased student satisfaction in this area.**

<sup>1</sup> Major field Achievement Test (ETS) . For means of program assessment, I suggest requiring test of graduating seniors every third year.

**3. Students will demonstrate a capacity to create diverse texts that reflect the program's mission statement and goals relative to critical thinking and clear and honest communication.**

**3.a. A committee of 4000-level instructors will review random samples of papers written in capstone courses offered during the academic year.**

**3.b. English Department faculty from institutions comparable to SUU will assess random samples of papers written in 4000-level (capstone) courses.**

**3.a 4000-level literature faculty are concerned about the lack of critical application and with surface errors that appear in this year's random selection of papers. Faculty expressed concern over the ransom selection process and over the fact that only spring papers are submitted. 4000-level creative writing faculty, while acknowledging the excellence in student papers, register concern over lack of student awareness of the tradition within which they write.**

**3.b. The outside readers' assessment of capstone courses for AY 2004-2005 were Prof. Deneau (U-Minnesota) for the lit courses and Prof. Tinkler (Shepherd U) for the creative writing courses**

**Prof. Deneau assigned no A's to the papers; he assigned three D's, which are failing grades.**

**Prof. Tinkler was "genuinely impressed" with the quality of the creative work while expressing concern for students' knowledge of the tradition within which they write.**

**We are pleased to note that 100% of creative writing students who applied at graduate schools were accepted.**

**3. a. English faculty in both areas will tighten the process by which we submit papers to outside readers. We will include assignments and rubrics and will extend the selection to fall semester classes.**

**3.b. We have determined a need to offer a senior thesis course and will begin the process of a course proposal in fall 2006.**

**Creative Writing faculty will begin the process of characterizing the program as an apprenticeship one; search for a creative nonfiction position to replace Dr. Talbot; propose a 3000-level course in CNF; and develop a 4000-level senior thesis course.**

	<p><b>4. In English, Secondary Teaching Emphasis, students will demonstrate knowledge of methodology in teaching composition, grammar, and literature,</b></p>	<p><b>4. Secondary teaching majors will score favorably on the PRAXIS content area exam before entering into student teaching.<sup>2</sup></b></p>	<p><b>4. The Education Department has provided the English Department with English major scores. The majority of English majors score well above the cutoff score for content area knowledge. This year, three students scored a perfect 200. However, 10 of the 55 students taking the exam did not score at or above the cutoff (165) and will be required to retake the test.</b></p>	<p><b>4. Continue to monitor PRAXIS scores of English Secondary Education majors.</b></p> <p><b>Suggest that students form PRAXIS-prep groups prior to taking the test.</b></p>
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<sup>2</sup> Required by the Education Department. The English Department will receive results of these tests.

**5. In creative writing, students will be capable of writing a creative work acceptable for publication or admission into graduate school.**

**5. Create writing students will submit senior portfolios that comprise a collection of their work while in the program. Portfolios will be evaluated by departmental and outside creative writing faculty.**

**5. Portfolios not collected**

**5. Creative Writing faculty must revisit their commitment to require portfolios.**

**Faculty will also address recommendation from internal reviewer:**

- that creative writing teachers reach a consensus on a standard creative writing text for 2020 that will better prepare students for advanced work; (accomplished)**
- that the faculty consider offering a 3000-level creative nonfiction class and eventually an interim playwriting class; (dependent upon resources)**
- that the creative writing program do more to educate students as to how to apply for graduate school and how to submit work for publication; (faculty-led seminars specifically created for students.**
- that the creative writing faculty consider requiring a 3000-level portfolio as a requirement for enrolling in 4000-level creative-writing classes.**

	<p><b>6. Dependent upon funding, students will learn in a variety of experiential circumstances such as course assistants, reading series assistants, interns, writing center tutors, and literary magazine editors.</b></p>	<p><b>6. An English Department committee will conduct a self-study to determine means of evaluating experiential learning in the Department. This evaluation will include Writing Center tutors.</b></p>	<p><b>6. Writing Center tutors were evaluated by the students they tutored and by the director of the Writing Center. We did experience this year a high level (4/19 or 20%) of dissatisfaction with student performance.</b></p>	<p><b>6.</b>  <b>a. Fine-tune evaluative instrument for Writing Center tutors.</b>  <b>b. Create instrument to evaluate student workers.</b>  <b>c. Work with Weber State on joint evaluative program</b>  <b>d. Extend evaluation to Engl 1000 tutors and to students employed by professors as graders or interns.</b></p>
	<p><b>7. Engl 1010 &amp; 2010 provide the core requirement for all university courses. English has a core curriculum for each of these courses. Students will learn the process of writing well-developed research papers with a critical approach.</b></p>	<p><b>7. English Department members participate in group grading in order to assure uniform outcomes in multiple classes of the same course. English Dept. conducted a survey of student attitudes toward writing. English Dept. is undergoing survey of 1010/2010 correlation of grades</b></p>	<p><b>7. Benefits of group grading remain high for students and teachers. Results are pending for the attitude survey. Results are not collected for the 1010/2010 survey.</b></p>	<p><b>7. N/A. Results and recommendations will be posted for AY 2006-2007.</b></p>